

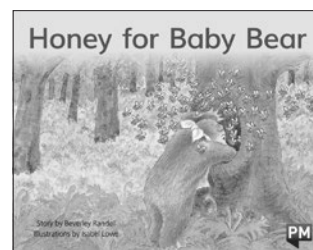
Honey for Baby Bear

PM Level 9

Blue

Text Type Narrative

Running Words 200



Preparing for Guided Reading

Orientation to the Text

- Share the story *The Big Honey Hunt* (Stan and Jan Berenstain, 1962).
- Talk about bees and how and why they make honey.

Prior Knowledge

- This is the fourth Baby Bear story. Re-read another Baby Bear story to familiarise students with the main characters.
- Discuss what advice you would give someone if they became lost in a forest: *stay where you are*.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

climb, climbing, gone, had, lost, make, makes, Who

Content Words

honey, Baby Bear, Mother Bear, bees, lost

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Study the cover illustration in relation to the book title.
- Read the first sentence on p. 3. Now pattern the verse for the students so that they can read it well and enjoy the rhythm and rhyme.
- The plot unfolds logically:

- p. 3 – Baby Bear's fondness for honey.
- p. 5 – His curiosity about where it comes from.
- pp. 7–9 – His reasons for venturing too far and getting lost.
- p. 11 – His sensible behaviour when lost.
- After reading the text together and independently, discuss whether Baby Bear should have gone into the forest alone.
- Recognise the word ending *er*: *river, Father, Mother*.
- Make a list of words that begin with the blends *cl*, *tr*, *st*, *br*.
- Compare the initial sound *wh* in the question words: *Who, Where*.

Comprehension

- Why did Baby Bear go into the forest? (Literal)
- Why did Father Bear say Stay where you are to Baby Bear? (Inferential)
- Why did Baby Bear get lost in the forest? (Inferential)

Follow-up Activities

- Discuss situations where the students have experienced being lost in a crowd, e.g. in a shopping mall. Talk about the feelings of fear and panic and their reactions to the situation. Record some guidelines on what to do if the students find themselves in this situation in the future.
- Show the students how to plan a description of a lost toy. Write the description as an advertisement. Expand this description into a story.
- Write a new ending to the story *Honey for Baby Bear*. Re-read the story to the end of p. 9. Discuss alternative solutions to Baby Bear's problem. Encourage the students to choose the 'best' solution. Write this together, with the teacher acting as the scribe.
- Make up sets of words that rhyme or sound good together, e.g. *licky, sticky honey*; or begin with the same blend, e.g. *crispy, crunchy cornflakes*. These sets of words can be written onto cards for the students to illustrate and to use as an additional reading activity.

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Learning Intentions

- We are learning to self correct our reading when we make a mistake.
- We are learning to make predictions to help us have a better understanding of what we are reading.

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Success Criteria

- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.
- I can make predictions about the character's feelings and actions as I read.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up